**Learning Objectives for Thinking, Intelligence, and Language**

After completing this module students will be able to:

1. Define *cognition,* and describe the roles of categories, hierarchies, definitions, and prototypes in concept formation.

2. Compare algorithms, heuristics, and insight as problem-­solving strategies, and explain how confirmation bias and fixation can interfere with effective problem solving.

3. Explain how the representativeness and availability heuristics can cause us to underestimate or ignore important information, and describe the drawbacks and advantages of overconfidence in decision making.

4. Describe the effects that belief perseverance, intuition, and framing can have on our judgments and decision making.

5. Trace the course of language acquisition from the babbling stage through the two-­word stage.

6. Discuss Skinner’s and Chomsky’s contributions to the nature-­nurture debate over how children acquire language, and describe the importance of critical periods in language development.

7. Discuss Whorf’s linguistic determinism hypothesis in relation to current views regarding thinking and language, and describe the value of thinking in images.

8. Identify some of the cognitive skills shared by the great apes and humans, and outline the arguments for and against the idea that animals and humans share the capacity for language.

9. Discuss the difficulty of defining *intelligence,* and present arguments for and against considering intelligence as one general ability.

10. Compare Gardner’s and Sternberg’s theories of multiple intelligences.

11. Identify the factors associated with creativity, and describe aspects of emotional intelligence.

12. Discuss the history of intelligence testing, and describe modern tests of mental abilities such as the WAIS.

13. Discuss the importance of standardizing psychological tests, and describe the distribution of scores in a normal curve.

14. Explain the meanings of reliability and validity in terms of test constructions, and describe two types of validity.

15. Describe the two extremes of the normal distribution of intelligence.

16. Discuss the evidence for genetic and environmental contributions to individual intelligence, and explain what psychologists mean by the heritability of intelligence.

17. Describe gender differences in abilities.

18. Describe ethnic similarities and differences in intelligence test scores, and discuss some genetic and environmen­tal factors that might explain them.

19. Discuss whether intelligence tests are biased, and describe the stereotype threat phenomenon.